

# Assembly Plans for 4-7 years

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## Road Safety Assemblies for 4-7 year olds

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Each assembly is presented as an outline for teachers to develop in their own way. Each assembly has an aim and details of resources or any preparation that is required.

Stories and songs are included for each assembly to help reinforce the theme in a fun way. These can be read and sung at any appropriate time or you may wish to add your own favourite songs and hymns or stories. The songs can be photocopied onto overhead transparencies or copied onto a board or flipchart.

The reflection at the end of each assembly can be presented as a prayer or just a quiet time for the children to reflect on what they have seen and heard. The children can be involved as much or as little as is appropriate for individual schools.

Although the assemblies are presented in a seasonal order, there are no hard and fast rules – an event may prompt a particular theme.

# Assembly Plans for 4-7 years

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## Theme: Holding Hands

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### Aim

To help the children begin to understand that their behaviour can help to keep them safe and the importance of holding an adult's hand.

### Resources and Preparation

- A pair of large, very thick gloves; a selection of small objects, e.g. a button, a ping-pong ball, a pencil
- Story – 'Let's Hold Hands'
- Song – 'Let's Hold Hands Everybody'

### Teacher's Notes

Holding hands and staying close when out and about are important rules that children need to learn. Our sense of touch is often linked with feeling safe, for example a cuddle when we are afraid or hurt; and so holding hands helps children to feel secure and safe. If the adult's hands are full, the child can hold onto a shopping bag or a pushchair handle.

### Content

What would it be like if we couldn't feel anything with our hands? If our sense of touch disappeared?

Ask a child to come and help you – put the gloves on the child and ask them to pick up an object from a table. Ask them if it is easy or hard, can they feel anything?

Life would be very difficult – we wouldn't know if things were hot or cold, sharp, soft...

Feeling safe often involves touch – a cuddle, holding hands.

Outside holding hands and staying close are important – if we run off we may trip and fall, we may run into the road. We may get hurt either from falling or from being hit by a car. It is much safer to hold hands and walk sensibly with our mum, dad, grandad, big sister or whoever is with us.

What if their hands are full? With shopping bags or pushing a pushchair? How can you hold onto them then?

Read the story and sing the song.

### Reflection

Think of a time when you have been out when you have run off – why did you? Did you see a friend?

What happened? What should you have done? Think about how you are going to help yourself keep safe in the future.

# Assembly Plans for 4-7 years

## Story

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### Let's Hold Hands

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by Jan Page

Kate and Kieran had been playing in the garden with their favourite toys. It had been a cold, windy day so everyone had worn their coats and hats. Kate had made sure Jessica was wearing her warm pink jacket and Captain Redbeard had worn his pirate scarf. Woolly Scarecrow didn't have to worry because his hat and coat were always sewn onto his head.

"Kate! Kieran! Bathtime!" called Dad and the children ran indoors, leaving the toys sitting outside on the grass.

"Don't leave us!" called Woolly Scarecrow, but nobody heard him.

As the evening wore on the sun went down. It grew dark and really cold. The toys tried to keep warm by playing Ring-a-Roses, but they soon started to shiver.

"They've forgotten all about us!" moaned Captain Redbeard.

"We'll have to get back into the house by ourselves," said Woolly Scarecrow. "Or we'll all catch colds."

"Let's hold hands," said Jessica, "And carefully feel our way forward. It's quite dangerous walking in the dark."

"Hold hands?" replied Captain Redbeard. "Pirates don't hold hands! We're much too brave to hold hands."

"It's nothing to do with being brave," Jessica told him, "It's much safer if we all hold hands." But Captain Redbeard refused. Jessica and Woolly Scarecrow held hands and slowly made their way across the lawn. Captain Redbeard marched ahead on his own, but he tripped over a flowerpot and fell flat on his face!

The toys felt their way to the back door and crawled through the cat-flap. Jessica and Woolly Scarecrow tiptoed across the cold kitchen floor, but Captain Redbeard strode forward and fell into Blob the cat's bowl of drinking water.

"Help!" he cried, "I can't swim!" Jessica and Woolly Scarecrow had to go all the way back and lift him out. He was dripping wet.

"Now will you hold hands?" asked Jessica. Captain Redbeard nodded and clasped Woolly Scarecrow with one hand and Jessica with the other. Together they felt their way in the dark up the stairs and back to the bedroom.

In the morning, Kate and Kieran were very surprised to find the toys back on the shelf. And they never solved the mystery of Captain Redbeard's soaking wet trousers!

# Assembly Plans for 4-7 years

Song

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## Let's Hold Hands Everybody

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Words and music by J Redfern and J Higgins

Let's hold hands everybody, to  
keep us safe near the road, we  
must hold hands everybody, so  
that we are never alone.

If you can't find a hand then  
hold on to a bag. If you  
can't find a bag then  
hold onto a coat, if you  
can't find a coat then  
call out really loud, "CAN I  
HOLD SOMEBODY'S HAND PLEASE?,  
can I hold somebody's hand?"

# Assembly Plans for 4-7 years

## Let's Hold Hands Everybody

Words and Music:  
J Redfern, J Higgins

**Andante**

Let's hold hands ev - 'ry - bo - dy to keep us safe near the road. We

C G<sup>7</sup> C

5

must hold hands ev - 'ry - bo - dy so that we are ne - ver a - lone. If you

G<sup>7</sup> C

9

can't find a hand then hold on - to a bag, if you can't find a bag then hold on - to a coat, if you

13

can't find a coat then call out real - ly loud 'Can I hold some - bo - dy's

G

16

hand, please can I hold some - bo - dy's hand.

C G G<sup>7</sup> C

# Assembly Plans for 4-7 years

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## Theme: Be Safe Be Seen

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### Aim

To help the children understand the importance of being seen on darker mornings and nights.

### Resources and Preparation

- Puppet/doll/teddy bear wearing removable reflective and fluorescent materials
- Torch
- Ability to darken room
- Story – ‘Jessica’s Jacket’
- Song – ‘Be Bright! Be Safe!’

### Teacher’s notes

It is important for children to understand the need to see and be seen, and how difficult it is for drivers to see them. Children need to know how their clothing can affect their visibility to other road users and also how it affects their ability to see and hear what is going on around them. This assembly gives the opportunity to experiment with colour and light to enable the children to understand their properties. Children (and parents) should not be made to feel inadequate if they haven’t got appropriate clothing, but suggestions for improvising could be made, e.g., wearing light colours, carrying something white.

### Content

Ask the children if they have started to notice something different that happens at this time of year? It is getting a lot darker. Soon it will be nearly dark when we walk to and from school. Why might this be dangerous? What could help us be safer on the roads when it is dark? Explain to the children that you are going to read them a story about **being safe by being seen**.

Read the story to the children.

Explain to the children that you’ve asked Kate if you could borrow Jessica (the doll in the story) to show the children how important it is to wear something bright in dull weather. Explain that Jessica is wearing something **reflective** and something **fluorescent**. Explain the difference between the two materials. Reflective materials show up in the dark and fluorescent helps you to be seen well in daylight.

Now demonstrate with ‘Jessica’. Get someone to switch the lights off. Shine the torch on ‘Jessica’ and show how easily she shows up in the light. Now take the reflective and fluorescent materials off ‘Jessica’ and demonstrate how she becomes ‘hidden’. Could a car driver see her now? Would they see her crossing the road? What can you do to make Jessica safe again?

Replace the materials and shine torch again. Phew! We can see her again. Be safe, be seen!

Sing the song.

### Reflection

Let the children spend a few minutes thinking about what they could do to make themselves easily seen. They could carry a light coloured bag or wear reflective bands etc.

# Assembly Plans for 4-7 years

## Story

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### Jessica's Jacket

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by Jan Page

Dad looked out of the window. "Let's go for a walk," he said. "But it's raining!" said Kieran and Kate. "It doesn't matter. We all need some fresh air," Dad replied. "Can I bring Jessica?" Kate lifted up her doll.

"As long as you take good care of her." Dad handed them their raincoats and bright yellow rain hats. "It's bad weather, so I want drivers to be able to see you," he said. Kate dressed Jessica in her pink plastic jacket. Then they walked up the hill and into the woods.

"Let's play hide-and-seek!" said Kate. Dad was wearing a dark green coat and it was very hard to spot him amongst all the leaves. But Dad could always find Kate and Kieran because they were wearing their yellow hats.

"It's not fair," moaned Kieran. "I stand out too much," but Dad wouldn't let him take his hat off. After a while, they noticed it was starting to get dark.

"Time to go home," said Dad. He held Kate and Kieran's hands as they walked back down the hill. Suddenly Kate cried out.

"Oh no! I've left Jessica in the woods!" She burst into tears.

"Don't worry," said Dad. "We'll go straight back and find her." They ran back up the hill and into the woods.

"Look very carefully!" said Dad. Kate and Kieran looked on the ground and in the trees. They looked on logs and stones and in the grass. But they couldn't see Jessica anywhere and it was getting darker by the minute.

"She's lost forever!" cried Kate.

Then Kieran shouted, "Look! What's that pink blob over there?" Everyone ran over to an old tree trunk.

"It's Jessica!" shouted Kate. She ran over and picked up her doll.

"Well spotted, Kieran!" said Dad.

"It's a good job I put her bright pink jacket on!" Kate said, hugging Jessica tightly.

"Yes!" said Kieran. "I'm glad I'm wearing my yellow hat now. If you can be seen you're more likely to be safe!"

# Assembly Plans for 4-7 years

Song

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## Be Bright! Be Safe!

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Words and music by J Redfern and J Higgins

If the weather is bad outside and you  
still want to go for a wander.  
Put on the brightest clothes you can find  
so that the drivers can see you.

Be bright (clap, clap \*hands\*).

Be safe (click, click \*fingers\*).

With a yellow hat and a  
bright blue raincoat.

Be bright (clap, clap \*hands\*).

Be safe (click, click \*fingers\*).

If you can be seen then you're  
gonna be safe!

# Assembly Plans for 4-7 years

## Be Bright, Be Safe!

Words and Music: J Redfern, J Higgins

**Lively**  
Verse

If the wea - ther is bad out - side and you still want to go for a wan - der,

F Am B $\flat$  F B $\flat$  F

5

put on the bright - est clothes you can find so that dri - vers can see you.

B $\flat$  Gm C B $\flat$  F

9  
Chorus

Be bright, Be safe, with a yel - low hat and a bright blue rain - coat.

F C F C B $\flat$  C

13

Be bright, Be safe if you can be seen then you're gon - na be safe!

F C Am B $\flat$  Gm $^7$  B $\flat$  C F

# Assembly Plans for 4-7 years

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## Theme: Traffic

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### Aim

To help the children begin to understand what traffic is and familiarise them with appropriate road safety vocabulary.

### Resources and Preparation

- Pictures of vehicles, road signs, traffic lights, a kerb, a road junction, crossings, wheeled toys, pushchair/pram
- Traffic sounds tape/CD
- Story – 'Blob in a Box!'
- Song – 'Traffic'

### Teacher's Notes

For many children deciding what is and is not traffic can be confusing. The vocabulary used can also be difficult to understand. As adults we quite often assume that children know what a kerb or a junction is without explaining the terms clearly. This assembly aims to dispel that confusion and give the children clear explanations of the vocabulary they need.

### Content

What do we see on our way to school? Children, trees, roads, pavements, cars, bicycles, shops...

What is another word for the cars and lorries we see on the road? Traffic.

What is traffic? Hold up your pictures one at a time and ask if the picture could be described as traffic.

Play some traffic sounds to show how different types of traffic sound and how, by listening carefully, it is possible to recognise the different types of vehicle from the sounds they make.

Some of the pictures are not traffic but they do help us to keep safe when we are out and some of them are places where we need to take extra care.

Hold up the pictures of traffic lights, crossings, kerb, junction etc. giving each image its correct name. Use local landmarks (a pelican crossing by the school, a local junction, etc.) to talk about road safety issues.

Read the story and sing the song.

### Reflection

Think about the words that have been used today. Are there any words you don't understand? Remember these words and ask your teacher what they mean. In future if you are unsure of the meaning of a word ask for it to be explained to you. Help others to understand too.

# Assembly Plans for 4-7 years

Story

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## Blob in a Box!

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by Jan Page

One day, Kate took out Blob's cat box and called him to come. But as soon as Blob saw the box he ran away and hid in the toy cupboard.

"Come along Blob!" she called, "Where are you?" She searched and searched and at last found him hiding behind Woolly Scarecrow. "In you go!" She lifted Blob into his special cardboard box and closed the lid.

The House Spiders had been watching all this time.

"Where's Blob going?" one asked.

"I don't know," said the other. "Do you think he's coming back?"

It was dark in the cat box. Blob felt himself being carried down the stairs and out of the front door. He could smell the outside – the trees, the grass and the fresh air. He wanted to escape! He pushed the lid with his paw but it was shut fast.

The Blue House is on a quiet road where there is never much traffic. Blob could hear the wheels of Kieran's pushchair as Kate and her mum walked along the pavement. Then Blob heard the sounds of cars and lorries thundering past. He knew that meant they were in the High Street. It was very noisy and Blob felt frightened.

After a while Kate stopped again and put the box on the ground. Blob let out a miaow and scratched at the lid. Where were they taking him? Had they arrived? It sounded as if he was still in the street. Then a large vehicle pulled up and he heard some doors open. Kate picked up the box and they stepped inside. They were on a bus! Blob had never been on a bus before, he didn't like all the bumping up and down.

"Help!" Blob cried. "I want to go home!"

A few minutes later Kate's mum rang the bell and they all got off the bus. Blob was carried into a building. As soon as they were inside Blob knew where he was. He could smell lots of different animals. He was at the vet's!

Kate opened the box and gave Blob a cuddle. Blob poked his little nose over the edge and spotted a big dog in the corner. The dog barked and Blob shrank back. He was terrified!

Once the vet had given Blob his injection they took the same journey home. And this time Blob didn't struggle one bit. Now he was glad he was in his special cat box.

As soon as they arrived home Kate opened the lid. But Blob was feeling so safe and cosy in his box, he wouldn't get out!

# Assembly Plans for 4-7 years

Song

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Traffic

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Words and music by J Redfern and J Higgins

Take a walk along a quiet road  
where there is never much traffic.  
You can hear the  
trees blowing, the  
birds singing.  
How peaceful it sounds!

Take a walk along a busy road  
where there is always lots of traffic.  
You can hear the  
cars screeching  
the buses tooting  
Oh how noisy it sounds!

If we walk along a busy road  
we must always stop and think.  
The cars and lorries come thundering by  
Look right, look left  
Use your ears and your eyes.

# Assembly Plans for 4-7 years

## Traffic

Words and Music: J Redfern, J Higgins

With a swing  
Verse 1

Take a walk a-long a qui-et road where there is ne-ver much traf-fic. You can hear the

5

trees blow-ing the birds sing-ing oh how peace-ful it sounds.

9 Verse 2

Take a walk a-long a bu-sy road where there is al-ways lots of traf-fic. You can hear the

13

cars screech-ing the bu-ses toot-ing oh how noi-sy it sounds.

17 Verse 3

If we walk a-long a bu-sy road, we must al-ways stop and think. The

21

cars and lor-ries come thun-der-ing by Look right look left use your ears and your eyes.

Detailed description: This is a sheet music score for the song 'Traffic'. It is written in 4/4 time and features a simple melody with a bass line. The score is divided into three verses. Verse 1 (measures 1-4) describes a quiet road with no traffic. Verse 2 (measures 5-8) describes a busy road with noisy cars and buses. Verse 3 (measures 9-12) describes the need to stop and think when on a busy road. The score includes lyrics and guitar chords (C, G7, Am7, F, G) written below the bass line. Measure numbers 5, 9, 13, 17, and 21 are indicated at the start of their respective systems.

# Assembly Plans for 4-7 years

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## Theme: Safe Places to Cross and Play

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### Aim

To explore and develop an awareness of the dangers involved in playing outside in the children's immediate environment and to lay the foundations for crossing the roads safely.

### Resources and Preparation

- Large pictures of: garden, playground, park, pelican crossing, and zebra crossing.

If possible ask your School Crossing Patrol to come in and talk about crossing roads safely. Liaise with your Road Safety Officer to link the assembly with practical pedestrian training, or other road safety education activities.

- Story – 'Blob Crosses the Road'
- Song – 'Crossing the Road'

### Teacher's Notes

This would be a good start or end to a week to help the children prepare for, or to reinforce, practical pedestrian training organised by the local Road Safety Officer. Be aware of all the types of crossing in the school vicinity and where they are. If the School Crossing Patrol uses a zebra or pelican crossing, find out if the children know how to use the crossing when the patrol isn't there. The children should be aware of 'Stop, Look, Listen and Think' as basic rules for crossing the road even if they don't know the Green Cross Code. They need to be aware of what they are looking and listening for, before they can 'think' and make a decision as to whether or not they should cross.

**Emphasise that they should be with an adult when they are near the road.**

Playing outside is a major part of young children's development and should be encouraged. However, many potential play areas can present dangers and children need to be aware of these and form strategies to cope with any situation that may arise. Children also need to know they don't have to feel pressurised to do anything about which they are uncomfortable. It is important that you are aware of any local danger spots that attract children playing (building sites, quarries, derelict housing, water, canal locks, etc.) and any safe areas such as home zones, supervised parks, etc.

### Content

Read the story.

What types of crossing do the children encounter every day? Show your pictures to help prompt them. How are these crossings used? What difference does it make when there is a School Crossing Patrol? What rules do we follow? Do these rules change when there is no crossing? What do we have to look for? Traffic, road markings, dropped kerbs, road signs, obstacles, clues from traffic, e.g., reversing lights, exhaust fumes, driver, indicators, etc.

# Assembly Plans for 4-7 years

Can drivers see you? Are you hidden by street furniture or other cars (parked or moving)? Try not to cross between parked cars, but if there is nowhere else to cross, choose a space between two cars where it is easy to get to the other side of the road. Make sure that neither car is about to move off – look for drivers in the cars and listen for engines. Walk to the outside edge of the cars and stop. Look all around and listen for traffic. When it is clear, cross, still looking and listening as you go.

What can the names of roads tell us? For example High Street is likely to be busy, Edward Close could be a cul-de-sac (do the children know what a cul-de-sac is?).

Talk generally about the weather getting warmer and about being able to play outside. Talk about the places that the children are likely to play – showing your pictures. Are these safe places to play – usually they are but sometimes there can be dangers. What happens if your ball goes out of the garden into the road? Do you run after it? Do you leave it? Do you ask an adult to fetch it?

Playing in the park is usually safe. How do you get there? (refer back to what has just been said about crossing roads) Who goes with you? What and who do you play with? What is the safest way to carry balls, bats etc? What should the children look for when they get there? A soft surface under play equipment. A fenced area to keep dogs out. A park keeper/warden. Emphasise the importance of being with someone older, preferably an adult, but be aware that some children do go out to play unsupervised, and sometimes quite a way from home.

Sing the song.

## Reflection

Think about a time when you have been outside and haven't felt safe. How could you have felt safer? Could you have done something yourself? Could you have asked someone else to help? Always think about keeping safe when you are out playing and help others to do the same.

# Assembly Plans for 4-7 years

## Story

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### Blob Crosses the Road

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by Jan Page

Blob the cat liked living in the Blue House. There were lots of different places to play. Sometimes he sat on the front wall and watched the passers-by. On other days he played in the back garden, nosing about the hedges and chasing birds. Then, the mice hid in the shed, terrified that Blob would find them, but he never did.

Today, Blob fancied a trip to the shops. After breakfast he slipped through the cat flap and out of the front gate. He lived on a quiet road where there wasn't much traffic. But there were lots of cars parked in the street. Blob wanted to cross the road. He stopped at the kerb and looked, but he couldn't see past the parked cars. Do you think this was a good place to cross?

Blob knew it wasn't safe to cross if he couldn't see properly, so he carried on walking down the hill. He came to a corner. Perhaps he could cross the road here... He stopped at the kerb and looked both ways. There didn't seem to be any cars coming. But then he realised he couldn't see round the corner. Do you think this was a good place to cross?

Just then a car came whizzing round the bend. Blob jumped back from the kerb in fright. What a good job he hadn't crossed the road then! He turned the corner and carried on walking along the pavement.

Now Blob was in the High Street. It was a busy road with lots of traffic. There were cars and lorries coming from every direction. It was very noisy. Blob stood at the edge of the kerb and looked both ways. The cars kept on coming and he soon grew tired of walking.

"Perhaps if I run", he thought, "I could make it across the road."

What should Blob do? Do you think this was a good way to cross?

"No, I mustn't run. What would happen if I tripped and fell?" thought Blob. "I might be run over." So he carried on walking. Soon he reached the crossing. There were two lines of shiny studs across the road and a line of white zig-zags on either side. He knew this was a place where it should be safe to cross. He stopped and looked. On a tall post on the other side there was a picture of a red man standing still. "I wonder what that means," thought Blob. Do you know? Should Blob stand still and wait or should he cross the road straight away?

After a few moments a lady came along and pressed a button. The red man changed to a green man who looked as if he were walking. "That must mean it's safe to cross!" Blob thought. Then he stopped – he'd forgotten to check that the cars had actually stopped for him! He looked carefully and saw that the cars on either side had come to a stop and were waiting. At last Blob had managed to cross the road safely.

He had a lovely morning sniffing around the shops on the High Street. And when it was time to go home, of course he had to find a safe place to cross the road again! I think he'll manage it, don't you?

# Assembly Plans for 4-7 years

Song

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## Crossing the Road

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Words and music by J Redfern and J Higgins

When you want to cross the road  
what do you think you should do?  
Sometimes cars can't see you  
so follow the Green Cross Code. You should...  
find a pedestrian crossing  
press the button on the tall black post  
wait for the red man to turn green  
and walk across when all the cars have stopped.

# Assembly Plans for 4-7 years

## Crossing the Road

J Redfern, J Higgins

**Slow**  
Verse

When you want to cross the road what do you think you should do?

F B $\flat$  C F

5

Some - times cars can't see you so fol - low the Green Cross Code. You should

B $\flat$  C F

**Lively**  
Chorus

9

find a pe - des - trian cros - sing press the but - ton on the tall black post

F B $\flat$  C F

13

wait for the red man to turn green and walk a - cross when all the cars have stopped.

Dm B $\flat$ 7 C F

# Assembly Plans for 4-7 years

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## Theme: Getting Lost

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### Aim

To help the children think about coping strategies for dealing with getting lost.

### Resources and Preparation

- Arrange for a visit from the Community Police Officer or Liaison Officer
- Story – ‘Baby House Spider Gets Lost’
- Song – ‘Getting Lost! – People who help us’

### Teacher’s Notes

In an ideal world children would always hold hands and stay close, parents would always be vigilant and no one would ever get lost. However, we do not live in an ideal world, so children need to know how to cope with getting lost – what to do, who to go to for help. The panic that the child feels can adversely affect their reactions and put them in danger, for example, by running across the road. It can help if they realise that adults can get lost sometimes and feel the same sense of panic.

### Content

Describe a personal experience of being lost. What happened? How did you feel? Were you frightened? What did you do? Who helped you? How did you know they would be able to help? How did you know they were a safe person?

Read the story.

Talk about practical ways the children can help themselves if they are lost: Knowing their name and address and the name of the person they are with; having a meeting place if they get separated; knowing who to go to for help; staying where they are; not attempting to cross any roads to try and find the other person.

Sing the song.

### Reflection

Think about what you would do if you were lost. What are the steps you would go through? Remember that you mustn’t panic. Go through each step in your head.

# Assembly Plans for 4-7 years

## Story

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### Baby House Spider Gets Lost

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by Jan Page

The House Spiders had some new babies. There were lots of them wriggling about in their nest in the loft. Mummy House Spider was very pleased with her new brood. She kept counting their legs to make sure they had eight each! Very soon the babies started running around. They scurried this way and that, playing hide and seek amongst the cardboard boxes that were stored in the loft of the Blue House.

“Now don’t go too far!” warned their mummy and daddy. “Stay close to us!”

Downstairs, the family was planning a shopping trip. They were going to buy a new video machine. Kate and Kieran wanted a new video, but they didn’t want to go shopping for it. Mum and Dad always spent ages looking at everything before they made up their minds, it was really boring!

“Now when we get to the shop, you must stay with us,” said Mum. “No running off!” As soon as they arrived at the big shop, Dad showed them what the assistants looked like. “See those people all wearing the same jackets. Those are the only people you should go to if you get lost,” he insisted.

“We won’t get lost,” said Kate, but she took a good look at the shop assistants all the same. When Mum and Dad had chosen their video machine they packed it into the boot of the car and drove home. They were very pleased with Kate and Kieran for being so patient and staying close to them all the time.

When they arrived at the Blue House, Dad unpacked the machine and took the empty cardboard box up to the loft for safe-keeping. When he came down he had a tiny brown spider clinging onto his shirt

“Oh look at that lovely baby spider!” cried Kate. “It looks as if it’s lost.” She carefully took the spider off Dad’s shirt and put it on the windowsill where it could be seen easily.

The House Spiders had been watching and listening all this time. They quickly scurried up through the walls and into the loft where Mummy Spider was counting her babies again and again. She was in a panic.

“There’s one baby missing!” she cried. Her friends told her where the little spider was and straightaway she went to find it.

Later that day Kate went to check on the baby spider – of course, it had been taken back to the loft and was safely with its family.

“I hope the spider found its mum,” she said. “It’s not a very nice feeling when you’re lost.” But at least Kate knows what to do if she ever does get lost. Can you remember what to do too?

# Assembly Plans for 4-7 years

Song

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## Getting Lost! (People who help us)

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Words and music by J Redfern and J Higgins

Getting lost, getting lost  
getting lost can be very scary  
Getting found, getting found  
is easy if you look around.

If ever you get lost  
you can always find  
someone to help, someone who is kind.  
There are police, shopkeepers,  
traffic wardens, bus drivers,  
someone who will tell you where to go.

# Assembly Plans for 4-7 years

## Getting Lost!

Words and Music: J Redfern, J Higgins

Chorus

Get - ting lost, get - ting lost, get - ting lost can be ver - ry sca - ry.

D

Detailed description: This block contains the first line of the chorus, measures 1 through 4. The music is written in G major (one sharp) and 2/4 time. The vocal line starts on a G4 note and follows the melody: G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4. The bass line consists of a simple D chord accompaniment: D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2.

5 Verse

Get - ting found, get - ting found is ea - sy if you look a - round. If

A D

Detailed description: This block contains the second line of the chorus, measures 5 through 8. The vocal line starts on a G4 note and follows the melody: G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4. The bass line consists of a simple D chord accompaniment: D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2.

9

e - ver you get lost you can al - ways find some - one to help, some -

G D

Detailed description: This block contains the third line of the chorus, measures 9 through 12. The vocal line starts on a G4 note and follows the melody: G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4. The bass line consists of a simple D chord accompaniment: D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2.

13

one who is kind. There are po - lice, shop - kee - pers,

A D

Detailed description: This block contains the fourth line of the chorus, measures 13 through 15. The vocal line starts on a G4 note and follows the melody: G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4. The bass line consists of a simple D chord accompaniment: D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2.

16

traf - fic war - dens, bus dri - vers some - one who will tell you where to go.

Detailed description: This block contains the fifth line of the chorus, measures 16 through 18. The vocal line starts on a G4 note and follows the melody: G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4, G4-A4-B4. The bass line consists of a simple D chord accompaniment: D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2, D2-F2-A2.

# Assembly Plans for 4-7 years

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## Theme: Looking and Listening

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### Aim

To help the children develop observational and aural skills.

### Resources and Preparation

- Have something unusual in the room where the assembly is held. This need not be anything dramatic, just something that would not normally be there. It could be an object, for example a large box, or a person, for example the school secretary.
- A CD of 'natural sounds' – birdsong, rain, water, bees etc.
- Story – 'Can You Hear That?'
- Song – 'Walking Near a Road'

### Teacher's Notes

Many children, when they first learn how to cross the road, go through the motions of 'stop, look, listen, think' without actually doing any of them. This can be partly due to not knowing what they are looking or listening for. This assembly provides the opportunity to explore this and reinforce any previous teaching.

### Content

Read the story.

Tell the children that there is something different about assembly this morning, you are not going to tell them what it is but they must look and try and find out and you will ask them at the end.

Keeping safe involves interpreting lots of clues – some of these are what we see and some are what we hear. When we cross the road what must we do?

**Stop, look, listen and think.** Do you know what you are looking for and where to look? Do you know what you are listening for? How do you react to what you can see and hear?

Ask the children to listen very carefully and play the CD. Talk about how there were lots of different sounds and that they probably can remember some of them but not all, perhaps they did not recognise some of the sounds.

Ask if anyone noticed what was different, praise those who get it right but point out that like recognising sounds, unless they are told what they are looking for, it is difficult. This is why it is important to always be with an adult who can help to show what to look and listen for and how to react to what is seen and heard.

Sing the song.

### Reflection

Ask the children to think about their journey to school and how many times it is important that they look and listen to what is going on around them. Tell them to think about the sounds and sights they usually see and how they can use these things to make their journey safer.

# Assembly Plans for 4-7 years

Story

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## Can you Hear That?

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by Jan Page

Great Aunt Alisha had come to babysit for Kate and Kieran. "Goodnight!" she said, giving them each a wet sloppy kiss on the cheek and switching off their bedroom lights.

"I want the light back on!" cried Kieran. "I can't sleep in the dark."

"Nonsense!" cried Great Aunt Alisha, and she thumped her way downstairs, leaving Kieran all on his own... Kieran didn't like the dark. He felt scared. He started to hear strange noises – funny clangs and bangs. It sounded like a monster smashing up the cupboards and eating their food! Kieran got out of bed and ran downstairs. What do you think he could hear?

"Can you hear that?" Kieran cried. "There's a monster in the kitchen!"

"Nonsense!" replied Great Aunt Alisha, "It's only the dishwasher cleaning the dishes. Now go to bed." Kieran crept back upstairs and got back into bed...

Now he could hear another strange noise, above him in the sky. It sounded like a witch on her broomstick riding through the air. She was going to land in the garden any minute! Kieran jumped out of bed and ran downstairs. What do you think he could hear this time?

"Can you hear that?" cried Kieran. "There's a witch in the back garden!"

"Nonsense!" replied Great Aunt Alisha. "It's just an aeroplane flying past. Now go back to bed!" Kieran went back upstairs and got into bed again...

Now he could hear another very strange noise outside. It sounded like an alien creature from outer space! Kieran leapt out of bed and ran downstairs. Now what do you think he could hear?

"Can you hear that?" cried Kieran. "There's an alien creature in the garden! It's screaming and crying!" Great Aunt Alisha switched off the television.

"You're right," she said, "There is a funny noise coming from the garden. Shall we go and see what it is?" Kieran wasn't very keen to meet an alien creature when he was only wearing pyjamas, but he followed Great Aunt Alisha outside, clinging onto the back of her dress.

"Oh, look! It's Blob!" said Great Aunt Alisha. "He has cut his paw." Great Aunt Alisha carried Blob indoors and cleaned the wound. Then she put a bandage on.

"Well done, Kieran. You were listening so hard to all the sounds that you heard Blob crying for help." And after that she let Kieran sleep with the light on – just a little bit.

# Assembly Plans for 4-7 years

Song

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## Walking Near a Road

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Words and music by J Redfern and J Higgins

When we're walking by a road  
we must not hop like a toad.  
Can't act like a leap frog or  
run like a dog.

Must be careful like a mouse  
when we venture from the house, be-  
cause the roads aren't a safe place for us!

Be as wise as an owl.  
Be as watchful as a cat  
when he's on the prowl.

If we think about what we  
do we'll be okay  
and take care of one another,  
make a safer place.

# Assembly Plans for 4-7 years

## Walking Near a Road

Words and Music;  
J Redfern, J Higgins

When we're walk - ing near a road we must not hop like a toad,

F C

This system contains the first two measures of the song. The melody is in the treble clef, and the bass line is in the bass clef. The key signature has one flat (Bb), and the time signature is common time (C). The lyrics are written below the treble staff. Chord symbols 'F' and 'C' are placed below the bass staff.

can't act like a leap frog or run like a dog. Must be care - ful like a mouse when we

F C F

This system contains measures 3 to 5. The melody continues in the treble clef, and the bass line continues in the bass clef. The lyrics are written below the treble staff. Chord symbols 'F', 'C', and 'F' are placed below the bass staff.

ven - ture from our house, be - cause the roads aren't a safe place for us. Be as

C F C F

This system contains measures 6 to 9. The melody continues in the treble clef, and the bass line continues in the bass clef. The lyrics are written below the treble staff. Chord symbols 'C', 'F', 'C', and 'F' are placed below the bass staff.

wise as an owl be as watch - ful as a cat when he's

F C

This system contains measures 10 to 12. The melody continues in the treble clef, and the bass line continues in the bass clef. The lyrics are written below the treble staff. Chord symbols 'F' and 'C' are placed below the bass staff.

on the prowl if we think a - bout what we do we'll

F C

This system contains measures 13 to 14. The melody continues in the treble clef, and the bass line continues in the bass clef. The lyrics are written below the treble staff. Chord symbols 'F' and 'C' are placed below the bass staff.

be o - kay, and take care of one a - no - ther make a sa - fer place.

F

This system contains measures 15 to 17. The melody continues in the treble clef, and the bass line continues in the bass clef. The lyrics are written below the treble staff. A chord symbol 'F' is placed below the bass staff. The piece ends with a double bar line and repeat dots.